



STATE OF MAINE  
DEPARTMENT OF EDUCATION  
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AUGUSTA, MAINE  
04333-0023

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**EXHIBIT: #IX.C.**

**TO:** Members of the State Board of Education

**FROM:** Certification and Higher Education Committee

**DATE:** April 14, 2010

**SUBJECT:** Consideration of the Recommendation from the Certification and Higher Education Committee to Establish a Goal of Strengthening Maine's Teacher and Leader Pathways to Certification

**BACKGROUND:** Over recent years, the Certification and Higher Education Committee of the State Board of Education has gathered information and conducted discussions about alternate routes to certification and how Maine might approach amending the State Board rules to further accommodate streamlined alternate routes to educator certification. Department of Education personnel have added valued information to these discussions and kept the Committee informed about nationally recognized research and the efforts of other states in this area. Recently, the Committee has also begun discussions around pathways to preparation and certification of education personnel. We believe that there is a real need for us to recognize that there should be multiple ways beyond the traditional preparation routes for us to place qualified and effective educators in Maine schools and classrooms.

To date the Committee has not reached a point where it was ready to recommend to the Board a plan for changes to both Chapter 115, Certification, Authorization and Approval of Education Personnel, and, Chapter 114, Purpose, Standards and Procedures for the Review and Approval of Educational Personnel Preparation Programs. We do recognize that existing language in these rules is very limited and does not provide true, defined pathways (see attached excerpted rule language). We also know through comments and suggestions from the field that there is a need to improve our rules in this area. The will to proceed exists.

The Race To The Top (RTTT) application has reinforced the State Board's effort to revise these rules to include defined pathways for preparation and certification. This opportunity can serve as a catalyst for the Board to expand professional access to the schools and classrooms of our state while focusing the coursework needed to be prepared to be qualified and effective as professional educators.

At the March 29, 2010 meeting of the Certification and Higher Education Committee, a resolution was passed to convey a formal request to the State Board to support the opening of these rules to address the need for multiple pathways to educator preparation and certification. If the Board supports this resolution, the Committee will develop a work plan for Board approval.

**RECOMMENDATION:** The Certification and Higher Education Committee recommends that the State Board of Education establish and implement a goal of strengthening Maine's pathways to teacher and leader certification, that a plan of action for this work will be developed by the Certification and Higher Education Committee as soon as possible, and that this work will begin as soon as the Board has approved the plan of action.

# Alternate Route to Certification

## Chapter 114

### 1.2 Definitions:

The following definitions refer to the specific use of terms in this Chapter only as they relate to program review and approval for certification of education personnel.

Alternate Route program:

An organized, performance-and-standards-based professional preparation and support program leading to initial teacher certification. A participant in such a program has an appropriate undergraduate degree.

*Approved Program:*

A professional education program developed and offered by a unit that includes a Maine college or university that has been assessed by a review team utilizing the standards contained within Chapter 114 and authorized by the Maine State Board of Education to prepare P-12 educators (See definition of “unit” below).

## **2.1 UNIT STANDARD ONE - Alternate Route Programs**

**2.1.19** - Alternate route programs are organized, performance-and standard-based professional preparation and support systems delivered through units (as defined under option A or B – See § 1.2 for definitions of “unit”) leading to initial teacher certification. Participants in such programs have appropriate undergraduate degrees. Alternate route programs prepare candidates for the areas in which they will seek certificates in accordance with the requirements specified in Maine Department of Education Regulation Chapter 115: Standards and Procedures. Alternate route programs are designed to prepare new teachers-of-record in P-12 schools who have a degree but lack prerequisites for initial teacher certification as specified in Regulation Chapter 115.

Alternate Route Program: